

IDAHO ALTERNATIVE ASSESSMENT EXTENDED HEALTH CONTENT STANDARDS

Extended Knowledge and Skills

Preamble

Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions.

Instruction in the areas of human sexuality are ultimately governed by Idaho Code §33-1608 through §33-1611:

Idaho Code §33-1608 – **Family life and sex education – legislative policy.**

Idaho Code §33-1609 – **“Sex education” defined.**

Idaho Code §33-1610 – **Involvement of parents and community groups.**

Idaho Code §33-1611 – **Excusing children from instruction in sex education.**

A student with a disability must have the opportunity to be involved in and progress in the general education curriculum. The Idaho Achievement Standards form the framework on which the general education curriculum is based and the grade level content knowledge and skills are used to guide instruction. However, when a student with a significant (cognitive) disability is unable to progress in the general education content knowledge and skills, that student can still progress in the general education curriculum by demonstrating extended knowledge and skills for the achievement standards. In order to monitor the performance of students with significant (cognitive) disabilities towards the extended knowledge and skills, the statewide alternate assessment for science is aligned with this document.

Note: The samples associated with the content knowledge and skills are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired immune Deficiency syndrome).

HEALTHY LIFESTYLES

Standard – The student will:	Extended Content Knowledge and Skills:	Samples of Applications:
01. Acquire and participate in learning the essential skills to lead a healthy life.	HL-1. Participate in a school and/or community exercise program	a. Take a PE class in school b. Take a community dance class c. Ride a stationary bike d. Participate in a school swimming program e. Exercise in a physical therapy program f. Play on monkey bars during recess g. Practice finger play for fine motor skill
	HL-2. Recognize body signals that indicate sickness or wellness	a. Communicate feelings of illness or pain b. Recognize symptoms of common cold, ie, wiping runny nose c. Identify feelings of happiness, sadness, fear, fatigue, etc., in self and others

	HL-3. Participate in learning about the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible, healthy lifestyle.	<ul style="list-style-type: none"> a. Demonstrate knowledge of body parts and which ones are private b. Recognize not to touch others without their approval or allow others to touch them without approval – bathing suit c. Identify threats to personal safety such as incest, rape d. Identify and recognize abstinence as the surest method to prevent pregnancy and STDs
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Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
	HL-5. Develop (independent) mobility skills for safe navigation within the school building and within the community	<ul style="list-style-type: none"> a. Use sighted guide techniques b. Use a walker/wheelchair – make sure a flag is on wheelchair c. Color code rooms d. Hand with sticker is closest to the wall e. Observes hallway rules (no running, stay with group)
	HL-6. Demonstrate personal management skills	<ul style="list-style-type: none"> a. Assist in pulling up pants in bathroom b. Wash hands independently c. Use locker room facilities after P.E. d. Maintain feminine hygiene e. Feed and dress self f. Dress appropriately for work g. Maintain personal hygiene, i.e. comb hair, use deodorant, wash and dry clothes h. Clean dishes after eating i. Demonstrate house cleaning chores j. Participate in exercise k. Appropriate/inappropriate touching l. Observe hallway rules m. Maintain personal space n. Identify healthy/unhealthy foods o. Taking assigned medications
	HL-7. Recognize healthy foods	<ul style="list-style-type: none"> a. Participate in making a healthy snack b. Identify healthy and unhealthy foods c. Go grocery shopping d. Sort

RISK TAKING BEHAVIOR

Content Standard – The student will:	Extended Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	RB-1. Practice following rules and/or procedures for safe living	<ul style="list-style-type: none"> a. Learn to cover mouth when coughing b. Wash hands c. Throw tissue away d. Clean desktops e. Refrigerate leftovers f. Wash wounds g. Recognize not to touch others without their approval or allow others to touch them without approval – bathing suit h. Communicate to an authority figure when they are being bothered by someone i. Identify threats to personal safety such as incest, rape j. Identify behaviors and situations that impair personal safety at home or on the job (hot and cold water, handling equipment, etc) k. Recognize health and safety methods that reduce risks; e.g., wearing seat belts, wearing helmets, using sunscreen, lock doors, turn off appliances. l. Understand what to do in emergency situations (e.g. fire drill, 911) m. Safety signs
	RB-2. Recognize consequences for one's behavior	<ul style="list-style-type: none"> a. If you don't wear a coat you will get cold b. Learn that throwing your lunch on the floor means you'll get hungry. c. Staying up late leads to being tired d. Identify and recognize abstinence as the surest method to prevent pregnancy and STDs
	RB-3. Demonstrate methods of dealing with temptations, curiosity, peer influence and harmful risk-taking activities.	<ul style="list-style-type: none"> a. Practice refusal skills b. Recognize people who can help make wise choices c. Role-play situations and/or social stories where decisions need to be made d. Body language e. Recognize how sexual decisions are influenced by external pressures such as the community, media, and peers.

COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS

Content Standard – The student will:	Extended Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	HR-1. Identify ways to show respect for self and others	<ul style="list-style-type: none"> a. Practice turn taking b. Demonstrate empathy towards others c. Role-play ways to show respect d. Social stories e. Life skill games/activities
	HR-2. Demonstrate refusal and decision making skills	<ul style="list-style-type: none"> a. Talk about appropriate ways to say “no” b. Demonstrate how to ask for things you want, ie, PEC system, role play
	HR-3. Participate in using effective interpersonal communication skills to build, maintain, and enhance interactions between family, peers, workplace, and society.	<ul style="list-style-type: none"> a. Demonstrate “verbal” and “nonverbal” communication skills (i.e. body language, tone of voice, expression, etc.) b. Use a communication board with friends c. Initiate a conversation during a break on a job site d. Cooperatively work together as a team e. Understanding the importance of working as a team, ie, two heads better than one, get material for gr. f. Activate a communication device to interact, ie, an ACD

CONSUMER HEALTH

Content Standard – The student will:	Extended Knowledge and Skills:	Samples of Applications:
01. (Participate in) organizing, analyzing, and applying health information practices and services appropriate for individual needs.	CH-1. Identify the appropriate use of health products.	<ul style="list-style-type: none"> a. Name health products you have seen in advertisements. b. Deodorant c. Use Feminine Hygiene products d. Vitamins e. Record upcoming health appointments f. Recognize labels on various health products g. Recognize poison symbols h. Use of appropriate dosages/amounts i. When and how to use
	CH-2. Identify labels on health products.	<ul style="list-style-type: none"> a. Recognize labels on various health products.
	CH-3. Identify health workers.	<ul style="list-style-type: none"> a. Name your health helpers. b. Use a communication board of health workers c. Health worker presentation in classroom

EMOTIONAL AND MENTAL WELLNESS

Content Standard – The student will:	Extended Knowledge and Skills:	Samples of Applications:
01. Demonstrate the key components to positive mental and emotional health.	EW-1. Recognize appropriate actions in response to your emotions	<ul style="list-style-type: none"> a. Seek out people to share feelings with b. Seek out calming environments and activities c. Ask for time out d. Request attention/help
	EW-2. Participate in leisure activities that are enjoyable.	<ul style="list-style-type: none"> a. .Seek out leisure activities and communicate to school what activities have been done, ie, show-n-tell b. Initiate participation in an activity c. Choose between activities d. Learn a lifetime physical activity (swimming) e. Switch to start/stop music f. Picture/word to choose desired activity
	EW-3. Recognize and trust adults who can provide assistance.	<ul style="list-style-type: none"> a. Identify people through pictures, verbal cues, gestures, etc., in the following settings: playgroup, classroom, lunchroom, job site, etc.